DOCUMENT RESUME

ED 137 622 CE 010 936

TITLE	Career Education Consulting Package. Pack I. Counselors.
INSTITUTION	Marshall Univ., Huntington, W. Va.; Regional Education Service Agency, Region 5, Parkersburg, W. Va.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE	Feb 76
NOTE	22p.; For related documents see CE 010 936-941
AVAILABLE FROM	West Virginia Vocational Curriculum Laboratory, Cedar Lakes, Ripley, West Virginia 25271 (six packages, $10.00)
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Career Education; *Consultants; *Counselor Role; Counselor Training; *Curriculum Development; Junior High Schools; *Program Planning; Resource Guides; Resource Materials; Teacher Workshops; *Workshops

ABSTRACT

This career education consultant package for use with counselors is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Counselors, primary K-3, intermediate, junior and senior high, and administrators. (The "Career Education Curriculum Materials Resource Guide", ED 118 759, developed by professionals at the Region 5 Educational Service Agency, was used as a reference work for the packages.) This package contains an outline presentation to counselors which provides a general overview of career education and techniques, and methods of implementation of career education. The greater part of the package is a suggested presentation of career education to junior high counselors and teachers. Its purpose is to stress the importance of having counselors and teachers increase their involvement in career education, show ways in which they may further their involvement in career education, get them involved in one simple activity, and provide resources on career education. (TA)

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STATEWIDE DISSEMINATION WORKSHOP IN CAREER EDUCATION HELD IN PARKERSBURG, WEST VIRGINIA, FEBRUARY 5, 6, AND 7, 1976, SPONSORED COOPERATIVELY BY

Region V
Regional Education Service Agency
Career Education Project
1210 Thirteenth Street
Parkersburg, West Virginia

West Virginia Department of Education
Bureau of Vocational, Technical and Adult Education
Charleston, West Virginia

and

Marshall University
Huntington, West Virginia

COUNSELOR CAREER EDUCATION CONSULTANT PACKAGE

General Statement

The consultants' materials found in this package were developed by professionals in the Region V area to be used as a guide that may be adapted or adopted as the presenter wishes.

It should be noted that many other articles are available that provide good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

How to find transparencies and handouts

All transparencies and handouts numbered with the letter C can be found in the back of this section. All others can be found in the General Transparencies and Handout section at the back of the package.

CAREER EDUCATION CONSULTANT'S PACKAGE FOR COUNSELORS

OUTLINE

I. General Overview of Career Education

- A. Introduction
- B. Background Information
- C. Definition
- D. Justification

II. Techniques and Methods of Implementation of Career Education

- A. Basic Considerations
  1. Support of administration and other key persons
  2. Total school involvement
  3. Development of Career Resource Center
  4. Needs assessment
- B. Success Story
- C. Cautions
- D. Additional Resources

I. General Overview of Career Education

A. Introduction

I, myself, am a perfect product of career education. I've had 62 jobs, beginning as an errand boy. I learned nothing from any of them, except what you learn from training — which, of course, has nothing to do with education. There is no intellectual discipline whatsoever involved in the proper making out of a sales check. There is no dignity whatsoever in being a garbage collector. Garbage collecting is not part of the health science, it is garbage collecting. Until we tell our citizenry that the antique work ethic has been outmoded, we are going to fool our young citizens. Until we tell them that it is hopeless to look for fulfillment in most of the jobs that are available to them, we are fooling them.[1]

This is why we need Career Education.

Now I think it is a great credit to us that we in the United States can say that 64 per cent of our high school graduates at least enter higher education. As I meet in international sessions with ministers of education from throughout the world, they don't believe that. When they ask for an exchange of data, the Minister of Education of Itlay, for example says his country has reached 11 per cent and that this is great. Then they ask, "Marland, What's yours?" I say 64 per cent, and they say something like "You're crazy, you know. You can't do that." Well, maybe we shouldn't.[2]

B. Background Information

Page 5 down to last paragraph from Career Education Curriculum Materials Resource Guide, by RESA - Region V.

Does not include last part (dates, etc.).

C. Definition

Page 6 from Career Education Curriculum Materials Resource Guide, by RESA V - Region V.

(Handout to participants) (All of page 6)

D. Justification

Pages 3 and 4 from same resource (all of both pages).
Handout H-1 - Cipher In The Snow or film Pack Your Own Chute, RESA V Film Library - MP1471

[1]from What Is Career Education
A Conversation with Sidney P. Marland, Jr., and James D. Koerner, page 21
[2]Ibid, page 19

Transparency T-1 - from Career Education: A Handbook for Implementation, U. S. Department of Health, Education and Welfare

Transparency T-2 - from A Study of Career Education in Lincoln County, by Dr. LeVene A. Olson

Handout -- "Program Goals and Objectives for Career Education", pages 7 and 8 (all of these pages) from Career Education Curriculum Materials Resource Guide, by RESA V.

II. Techniques and Methods of Implementation of Career Education

A. Basic Considerations

1. Support of administration and other key persons
2. Total school involvement
3. Development of Career Resource Center
4. Needs assessment

B. Success story - presenter will draw from his background to relate successful career education experiences.
Handout HG-6 - from appendix.

(If time permits, a values clarification activity may be selected from the appendix).

Handout both pages 13 and 14, "Process Objectives (Learning Activities) for Career Education" from Career Education Curriculum Materials Resource Guide

C. Cautions

1. Take it easy - don't try to sell entire package
2. Use of tests
3. Closed minds of students after early decision
4. Too much of one type of activity
5. Limited knowledge on careers of teachers and counselors

D. Additional Resources

1. RESA - Region V
2. State Department of Education
3. U. S. Office of Education
4. Dr. LeVene A. Olson, Marshall University

III. Questions and Closing Remarks

A PRESENTATION OF CAREER EDUCATION TO JUNIOR HIGH COUNSELORS AND TEACHERS

Presented to

the Workshop Staff

RESA V Career Education Summer Workshop

In Partial Fulfillment

of the Requirements for VTE 582

Career Education: Consulting Methodology

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by

I. F. Hughes

August 1975

The following is a proposed address to a group of junior high school counselors, but it can be adapted for use with teachers. Its purpose is to stress the importance of having counselors and teachers to increase their involvement in career education, show some possible ways in which they may further their involvement in career education, get them involved in one simple activity, and let them know where they can get more information about career education.

OUTLINE

I. Opening remarks
   A. Topic of discussion: career education
      1. General term
      2. The need for adequate definition
   B. Need for understanding
      1. Presenter will try to be clear
      2. Questions will be welcome throughout
   C. Anecdote concerning understanding

II. Definition of career education
   A. Many definitions of career education
   B. The goal of career education
   C. Career education as a process

III. Four stages of career education
   A. Transparency #1 - the four stages of career education
   B. Explain each stage
      1. Awareness
      2. Orientation (most important stage to the group addressed)
      3. Exploration (also important)
      4. Preparation

IV. Counselor responsibilities
   A. Areas where counselors are already active
      1. Career information dissemination
      2. Test interpretation
      3. Scheduling
      4. Individual and group counseling
   B. Counselors' goals
      1. Development goals for students
      2. Close association of career education goals and counselor goals (Transparency TG-1)
   C. Counselor activities
      1. Convincing faculty and administration
      2. Resource person
      3. Career education coordinator
      4. Expansion of present individual and group counseling to include career groups and sessions

V. The presenter should now separate the large group into several small groups and conduct them as he would one of the modules from the group guidance section of the Career Education Curriculum Materials Resource Guide.

VI. Show the first filmstrip of the Career Development - Career Values series #300 RESA V, along with the accompanying cassette.

VII. Closing remarks
   A. The filmstrip as example of career education material presently being made available
   B. Materials available from RESA V materials library
   C. Counselor access to large amounts of effective career education materials

PRESENTATION

I am here to give you some information about career education. This is a general term for a process which has been going on for a long time. It is important that you understand what I am trying to get across. In other words, we must be speaking the same language about the same thing.

It reminds me of a story about a little boy and his teacher. The little boy had sneaked out of the playground and gone to the local store at recess to get himself a popsicle. When he got back to school, he found that he did not have time to eat it before the recess ended, so he put it in his pocket and entered the classroom. In spite of his efforts, he arrived late.

His teacher, as some of us are prone to do, chose to make a point of the tardiness by asking him, "We have been studying about France. Can you tell me in what continent France is located?"

The boy considered and asked, "Is it the American?"

"No."

"The African continent?"

"No."

He was caught and knew it, but he wouldn't give up. He tried to think of the answer for such a long time that his teacher became exasperated and said in a sharp tone, "European!"

He was indignant. "I am not!" he declared. "My popsicle just melted!"

There was a communication gap between the boy and his teacher. In order to prevent that kind of gap from developing between us in this session, please stop me and ask questions any time you wish.

One problem plaguing career education today is that it means different things to different people. To some, it means vocational education classes,

where students get specific training only. To others, all education is career education. The truth lies somewhere in between.

Career education is an approach to the total education of a person from early childhood education through the adult years. In this approach, the curriculum is refocused to give greater attention to the development of self identity, educational understanding, and career potential in children and youth. Some educators contend that the process must continue throughout the working career of adults, but until the philosophy of the school system changes, you and I will not be able to operate a comprehensive career education program for adults.

Before proceeding, I must make it clear that in referring to the term "career", I do not mean one job that a person may have. Instead, a person's career consists of many jobs. All of us here, I am sure, have held more than one position. Some of us will go on to other jobs.

Career education is more than serving up some facts and figures about a large number of occupations and letting the children make a choice. We must remember that the long range goal of career education is to help students become more responsible individuals who are capable of making and implementing accurate career choices in a complex and changing society. We must prepare them so that they will be able to make accurate choices long after they leave the school setting.

Most advocates of career education believe that career education is a process, rather than a separate program of study. For this reason, it should be incorporated into regular subject matter, rather than taught as a separate subject. This does not exclude the addition of certain career education classes to the curriculum, but this might make the program expendable in the future. Career education is not a frill added to the curriculum, but an integral part of the total education process.

The four stages of career education in public schools are awareness, orientation, exploration, and preparation. I will try to tell a little about each stage.

*Career awareness is designed for grades K-6. It is designed to give children an awareness of relationships among self, education, and careers. Experiences are provided to help students identify their likes, dislikes, fears, needs, abilities, disabilities, aptitudes, and limitations. The dignity and worth of others, social relationships, many different meanings of "work", and the need for planning are illustrated.

Career orientation is the next phase and it is to be provided in grades seven and eight. This is the stage in which we are most interested. In this phase, greater emphasis is placed on experiences related to self-identity. We all know that this is a great need of the junior high age group. Also, at this stage, some emphasis is placed on ability and aptitude testing, and relating this to present concerns and future potential.

The next stage is career exploration in grades nine and ten. At this point, students begin to get some actual "hands-on" experience and more specific information about occupations. At the high school level, students are forced to make tentative decisions related to interest and disinterest. It should be stressed that these choices are tentative and not absolute. I know of a school where the students were forced to make a choice of academic, general, or vocational studies at the end of their eighth grade year. They then had to stay in that block for four years of high school and could not change at all. This kind of inflexibility makes a mockery of career planning and career education. Emphasis during career exploration is on exposing the student's self-identity to real situations. There are a number of ways to accomplish this. (Possibly give examples).

*At this point use Transparency #2 (Career Education Model for Grades K-14)

Career preparation occurs during the junior and senior years of high school. This is vocational training as we are familiar with it. Students should have made some tentative choices and are being provided with entry level skills for jobs in many related occupations. Some will get jobs upon completion of their training and some will go on to post-secondary training.

Throughout the total process, career education should not "water down" academic subjects, but should enrich them and make them more meaningful and interesting.

Where do counselors fit in?

Obviously counselors cannot find the time to become involved in all phases of career education. We cannot enter the classroom and teach career education without neglecting our other duties. What, then, can we do?

Counselors are actively involved in career education by the very nature of the profession. We disseminate information about occupations and post-secondary training institutions. We have files and stacks of such information.

We have the students' files with the results of achievement and aptitude tests, which we interpret to them.

Many students with whom we are involved have difficulties with self-awareness. Counselors help them develop an awareness of themselves and their role in society.

Counselors are involved with scheduling and this has a great impact on career education and career planning. We know that the paperwork of this duty keeps us buried, however.

Counselors are also involved in the decision-making process in many ways, both direct and indirect. Thus, we can say that we are contributing a great deal to career education, and indeed, we are. But before we begin congratulating ourselves, patting ourselves on the back and feeling smug, I will say that we must do more!

is to expand the present role by conducting individual or group counseling sessions with a specific career education goal in mind. While it is true that these sessions might be counselor-directed rather than student-directed, the benefits will outweigh the disadvantages.

(The presenter would then separate the group into smaller groups and conduct them as he would with module one in the group guidance section of the resource guide.)

(After this exercise is completed, the presenter will show the first filmstrip of the Career Development - Career Values series, #300 RESA V, along with the accompanying cassette. This would be used as an example of the materials available.)

(In closing, the presenter would give the address of the RESA V materials center to those who are interested in further information.)

To develop in the child:

1. a positive self-concept.
2. a sense of control of his destiny.
3. interpersonal skills.
4. the ability to form good community relations.
5. positive work attitudes and worker discipline.
6. employability skills.

WORKER INTERVIEW - INTERESTS AND ABILITIES

1. How did you get this job? Was it the kind of job you had planned on getting while you were in school?
2. How did you perceive this kind of work before you got into it?
3. Is it different from what you expected? If so, how is it different?
4. What are some of the abilities that a person needs in order to do this work?
5. Have you discovered that you have some abilities and interests that you didn't know you had? If so, tell about them.
6. What are your greatest satisfactions from having this job?
7. What things about the job do you like least?
8. What do you see yourself doing ten years from now?
9. Based on your experience, what information or advice would you give to someone who is still in high school?
10. How interesting is your work?
11. How interesting was school to you? What were high and low interest areas?
12. What hobbies and leisure interests do you have?
13. What person or persons do you see as having influenced your career thus far?
14. What do you see yourself doing a) five years from now? b) ten years from now?

VALUES RANKING

Arrange the following values in order of their importance to you as guiding principles in your career planning.

1. Security
2. Wealth (money)
3. Independence (being your own boss)
4. Helping others
5. Power (authority or influence over others)
6. Recognition (being noticed, feeling important)
7. Justice (fairness)
8. Knowledge
9. Beauty
10. Health
11. Happiness (contentment)
12. Inner harmony (freedom from inner conflict)
13. Equality (brotherhood, equal opportunity for all)
14. A sense of accomplishment (making a lasting contribution)
15. Mature love (sexual and spiritual intimacy)
16. Other values...

LIFE PLANNING LABORATORY

Time: 9:00 - 7:00

Purpose: To help participants clarify and identify their role in life, and to think constructively and realistically about the future. To help students in the process of influencing their own futures.

Structure: Students, in groups of 4 or 5, work through a series of structured activities which are completed in 2 one-half day sessions.

(Optional) Draw picture of self at age 10
Unstructured sharing

I. Life Line (20 minutes)

Draw base line marked by 2-year segments, up to and beyond present age. Life line can be horizontal or a curve representing "ups and downs." Indicate significant events of past life--key or turning points. Project line and events into the future as you see it.

Share and explain the life line and significant experiences with others.

II. Self-Description (30 minutes)

Write 10 adjectives or descriptive phrases (on separate pieces of paper) which apply to or describe you as you are now. Arrange them in rank order (1 being most descriptive of you or most important).

Explain and discuss your self-description with your group. Give feedback to others as they share their items.

III. Eulogy and Epitaph (10 minutes)

Eulogy: Write your own eulogy and epitaph, as you would like to have appropriate when you die; perhaps the kind of thing you'd like to have read at a memorial service for you. Not where you are or what you are now, but where you'd like and hope to be and what you'd like and hope to be by that time.

Epitaph: Inscription for tombstone.

Share eulogy and epitaph with each other (20 minutes).

IV. Fantasy

Take a point 5 or 10 years from now. Fantasize the "perfect week." What will you be doing, who will be with you, where will you be, what will you be like, etc.? (10 minutes)

Share the fantasies with the others.

Optional for tonight. If this is where I want to be, what do I need to start doing now? What do I need to stop doing? These action components can be shared and discussed with partners so that they can give feedback and perhaps give you other things you hadn't thought of. (20 minutes)

V. Life Inventory (10 minutes)

Filling out forms answering the items in VI.

VI. Discussion of Life Inventory (60 minutes)

Items: Great or peak experiences I've had.
Things I do badly and/or would like to stop doing.
Things I do well.
Things I would like to learn to do well and/or experiences I would like to have.

VII. News Release (15 minutes)

May be feature article...but fairly brief (1 page)...news release on your life written by either a close friend, colleague, or a professional reporter at some point fairly far down your life line. Write what you would like to have written about you and what you might also be able to accomplish...a statement you like to read...include your predominant life roles/accomplishments/pleasures...

VIII. Sharing of News Releases (45 minutes)

IX. Goal Setting (50 minutes)

Things I want to do starting right now.
Long-term goals.
How do I get started?

X. Evaluation and Closing

VALUE PREFERENCE EXERCISES

Discuss your preference in each of the following situations:

A. To defend your belief even though you know your action may make you less popular with your co-workers.

B. To keep silent about your beliefs in order to keep the approval of your co-workers.

A. To work in an office where the beginning pay is good, but the physical surroundings are unattractive and co-workers are ill-mannered.

B. To work in an office where the beginning pay is less, but the physical surroundings are good, and co-workers are well-mannered.

A. To marry early and have a family.

B. To work for a while before marriage.

(THINK UP SOME MORE VALUE PREFERENCE CHOICES)

MY VALUES - SELECTING ALTERNATIVES

Directions: Here are a number of sets of alternatives. Read them over and decide in each case whether you would prefer choice A or choice B. Check your preference in the space provided. There are no right or wrong answers; either alternative may be right for you. In class discussions on this activity sheet, be prepared to explain your choice.

Which would you choose?

A. A job that pays $250 a week but involves constant travel
B. A job of the same type paying only $125 a week but allowing you to stay home

A. To live in a small quiet town but not be able to do the type of work you are interested in
B. To get into the field you like but have to move to a large city

A. To marry early and have a family
B. To work for a while before marriage

A. To get above average grades in high school but to have to give up many social activities in order to devote your time to study
B. To get just-passing grades and have enough time left after study to keep up a full schedule of social activities

A. To be an outstanding athlete
B. To be a student government leader

A. To defend your beliefs even though you know your action may make you less popular with some of your classmates
B. To keep silent about your beliefs in order to keep the approval of your classmates

A. To go to a concert
B. To go to a ball game

A. To spend your free time just having fun with your friends
B. To give your free time to community service projects

A. To spend free time in reading or quiet activities
B. To keep yourself busy by joining clubs and working on committees

A. To have a job and independence immediately after high school
B. To give time to further education or training in order to qualify for a better job

A. To make lots of money
B. To have prestige, be a leader, and have others look up to you

Summary discussion: What are the important values for you in establishing priorities? Do you actually take action in your life consistent with your priorities? Give examples.